DOCUMENT RESUME

ED 166 514 CE 019 941

AUTHOR Joseph, Marjory
TITLE [MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Occupational Strand: Textiles and Clothing. Module II-D-1: Occupational Opportunities Related to Textiles and Clothing.
INSTITUTION California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 20p.; For related documents see CE 019 896-967 ; Back cover contains small print

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Answer Keys; Educational Objectives; *Employment Opportunities; *Fashion Industry; Higher Education; *Home Economics Education; Learning Activities; *Occupational Home Economics; *Performance Based Teacher Education; Perfcrmance Tests; Preservice Education; Resource Materials; Teacher Education Curriculum

ABSTRACT

This competency-based preservice home economics teacher education module on occupational opportunities related to textiles and clothing is the first in a set of three modules on occupational education relating to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) job and career sources and openings in textiles and clothing (containing a lesson on job and career sources) and (2) social, political, economic, and technological changes related to future needs in textiles and clothing occupations (containing a lesson on future opportunities in textiles and clothing occupations). Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166514

OCCUPATIONAL STRAND:

TEXTILES AND CLOTHING

MODULE II-D-1 OCCUPATIONAL OPPORTUNITIES RELATED TO TEXTILES AND CLOTHING

Module Writer: Marjory Joseph, Ph. D.

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 941

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Owen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE

Margaret Barkley (2 modules), Arizona State University
Jan Chesemore (1), California State University, Fresno
Katherine Karikka (1), Calioformia State University, Fresno
Sharman Smith (1), Humboldt State University
Ruby Trov (1), California State Polytechnic University, Pomona

Housing

Patricia Hennings (9), California State University, Fresno

Foods and Nutrition

Jill Armstrong (1), San Francisco State University
Mary Byers (1), Loma Linda University
Joanne Caid (1), California State University, Fresno
Jan Chesemore (2), California State University, Fresno
Elena Kissick (1), California State University, Fresno
Evelyn Mar (1), California State University, Chico
Ratana Newsome (1), California State University, Fresno
Frank Waskey (1), California State University, Chico

Textiles and Clothing

Barbara Christensen (1), San Jose State University
Margaret Qylling (1), San Jose State University
Nina Henry (3), California State University, Northridge

Human Development

John Boogaert (8), California State University, Fresno
Nancy Winston (2), California State University, Fresno

Management

Betty Bailey (1), California State University, Northridge
Katherine Karikka (2), California State University, Fresno
Helen Mau (1), San Francisco State University
Jan Movey (3), California State University, Fresno
Vaunden Nelson (2), San Jose State University
Sharman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale
Sarah Burrough
Leslie Labhard
Karen Sue Moerman
Mildred Rookie
Cheryl Stillman
Ellen Stookey

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verloo, Assistant Chief

Staff Members:

Mary P. Conway
Janice L. DeBenedetti
Martha C. Eichorn Martin
Theodora Faiola
Mildred Huber
Pat C. Kamm
I. Marjorie Remy
Dale Rossi
Dorothy W. Stone
Lucille Valinoti
Maurine Vander Griend

TABLE OF CONTENTS

Module Objectives. . . . . Page 1
Module Overview. 1

UNIT 1--JOB AND CAREER SOURCES AND OPENINGS IN TEXTILES AND CLOTHING 2
Objectives. 2
Overview. 2

Lesson: Job and Career Sources. 2
Narrative Summary 2
Suggested Activities. 3

UNIT 2--SOCIAL, POLITICAL, ECONOMIC, AND TECHNOLOGICAL CHANGES RELATED TO FUTURE NEEDS IN TEXTILES AND CLOTHING OCCUPATIONS 5
Objectives. 5
Overview. 5

Lesson: Future Opportunities in Textile and Clothing Occupations 5
Narrative Summary 5
Suggested Activities. 6
Suggested Resources 8

MODULE PRE/POSTTEST. 9
Answer Key. 11

OCCUPATIONAL OPPORTUNITIES RELATED TO TEXTILES AND CLOTHING

Module Objectives

Based on a survey of textiles and clothing occupations, the MATCHE student will be able to identify and describe job or career sources and/or openings; perform a task/job analysis for positions including descriptions, qualifications, and entry-level skills required; and identify openings in textiles and clothing in the community.

The MATCHE student will be able to identify political, economic, and technological changes, and be able to relate the information gathered to future needs in textiles and clothing related occupations.

The MATCHE student will be able to obtain as much actual work experience as possible in the textiles and clothing industry to meet the requirements for certification and State Plan standards. (If the MATCHE student desires to teach an occupational program in this area, this objective must be met!)

Module Overview

In order for you to achieve the objectives of this course efficiently, you should be familiar with job and career sources and openings, as well as with the qualifications and entry-level skills required within the area of textiles and clothing. Positions relate to the manufacture, retail market, care and repair, and/or testing of textiles and clothing.

Many social, political, and economic changes are taking place which affect future needs in the textile and clothing industries. Future needs and job opportunities are also affected by technological changes. The ability to identify these changes and relate them to future needs, as well as to identify opportunities within the job market, is crucial for maintaining effective and relevant training.

This module has been divided into two units:

Unit 1: Job Career Sources and Openings in Textiles and Clothing

Unit 2: Social, Political, Economic, and Technological Changes Related to Future Needs in Textiles and Clothing Occupations

UNIT 1

JOB AND CAREER SOURCES AND OPENINGS IN TEXTILES AND CLOTHING

Objectives

Based on resources and a survey, the MATCHE student will be able to identify openings available in the community in textiles and clothing related occupations.

The MATCHE student will be able to do a task/job analysis giving a job description, qualifications, and entry-level skills required for textiles and clothing occupations in each of the following areas: manufacture, retail market, care and repair, and testing.

Using resources, the MATCHE student will be able to identify and describe job sources and openings in textiles and clothing occupations in each of the following areas: manufacture, retail market, care and repair, and testing.

Overview

The purpose of this unit is to assist students in identifying job or career sources and/or openings in textiles and clothing. Most positions in manufacturing, retailing, care and repair industries, and testing of textiles and clothing are relatively standard. Details regarding these may change, but the basic types of positions remain the same. This unit will aid the student in developing a task/job analysis, including a description of the position and qualifications required including entry-level skills needed to perform the job. It is equally important that students be able to identify textiles and clothing job openings and potential job openings that are available in the community.

Lesson: Job and Career Sources

Narrative Summary

The basic principles and procedures regarding occupational programs in various areas of Home Economics are identified in the occupation core modules. Before proceeding to the individual areas, the student should be familiar with that basic information. Using that as a foundation, the student interested in the textiles and clothing segment of the occupational program can proceed with this module and identify needs and futures for positions in the textile and clothing industries.

One of the most important tasks of teachers is to help students identify possible employment opportunities and to help these students prepare for jobs. In addition, it is important for you to know what competencies and qualifications are needed for employment in the various positions. Further data that will prove valuable include information regarding the future of various occupational opportunities in the area; changes that might occur due to various social, political, economic, and technological factors, and knowledge of actual duties required of employees. To be able to help students that you will be training, it will be important for you to have had some actual work experience in various facets of the textile and clothing industries. It will be important for you to contact those in the businesses and industries, as well as personnel officers, guidance counselors, and community organizations such as the Chamber of Commerce, in order to obtain current information regarding employment.

It is particularly important to establish and maintain communication channels with representatives from the textile and clothing businesses and industries in the immediate geographic area. Qualifications needed for positions and skills required may change rapidly as a result of technological developments; contact with representatives provides immediate input regarding such changes. Consumer wants and needs may influence the industry; this may be apparent to educators. Some changes might actually eliminate positions; other changes might create new ones.

These resource persons will be crucial to the success of occupational programs in textiles and clothing. Their involvement in your program will make it easier to place future employees in available positions and to have these future employees trained so that they can perform their job successfully. In any case, it is essential that you know what positions may be available for your students and that you have a clear idea of qualifications and skills required for these students to function adequately in these positions.

All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Refer to the Occupational Outlook Handbook, U.S. Department of Labor, and to Vocational Education and Occupations, U.S. Office of Education, and identify those positions listed that are related to the textile and clothing industries.

2. Study resources available regarding your community and identify at least three positions and opportunities available in the community in the textiles and clothing industries and related fields.

3. Visit representatives from at least three textile and clothing industries and retail businesses to determine what type of training they believe future employees should have; what entry-level skills employers would like applicants for positions to have; what present programs are providing training for applicants (if any). Learn whether channels can be established so that business and industry can help in training programs.

4. Identify at least two specific positions that might be filled by trainees from textiles and clothing in each of the following areas:

   a. manufacturing of textiles and/or clothing
   b. retailing of textiles and clothing merchandise
   c. care and repair of textiles and clothing
   d. testing of textiles and/or clothing

5. Select one type of position in each of the following areas--manufacturing of textiles and/or clothing; retailing and merchandising of textiles and clothing items; care and repair of textile and clothing products; and testing textiles and clothing in business or industry--and prepare a position description. These descriptions should include a description of the job, basic qualifications needed for entry into such a position, and skills required to function adequately in the job.

6. Identify at least three resources available that will provide information concerning job openings in the various areas of textiles and clothing. Which of these resources describe specific positions and which provide only generalized information? Which of these resources will provide current data on positions that are currently filled but that might use individuals trained in textiles and clothing?

7. Investigate non-traditional jobs and describe how you could create your own job.

There is no progress check for this unit. When you have adequately covered the material upon completion of the activities proceed to Unit 2.

UNIT 2

SOCIAL, POLITICAL, ECONOMIC, AND TECHNOLOGICAL CHANGES RELATED TO FUTURE NEEDS IN TEXTILES AND CLOTHING OCCUPATIONS

Objectives

The MATCHE student will be able to develop an effective training program based on anticipated social, political, economic, and technological changes in textiles and clothing.

The MATCHE student will be able to research and interpret the changes in social, political, economic, and technological conditions and relate them to future needs in textile and clothing occupations.

The MATCHE student will be able to identify resources and procedures to determine social, political, economic, and technological conditions and changes.

Overview

Social, political, and economic conditions are changing rapidly and constantly. These changes affect the supply and demand of textiles and clothing, which, in turn, affects the job market. In addition, technological developments can rapidly change textiles and clothing job opportunities. The purpose of this unit is to aid the student in identifying resources and procedures required in the investigation and determination of changes. These changes will be researched in relation to how they will affect future job opportunities in textile and clothing businesses and industries.

Lesson: Future Opportunities in Textile and Clothing Occupations

Narrative Summary

It is generally recognized that social, political, economic, and technological changes will affect employment opportunities in any career field. This is quite true of opportunities and needs in the textile and clothing industries.

The combined textile and clothing industries, excluding marketing and retailing employees, normally employ approximately three to four million people. The number in marketing and retailing associated with textile and clothing products is another two to three million and there are approximately fifteen million employees who depend on the textile and clothing industries for employment.

The actual number is influenced by many factors. Technological innovations influencing employment include the increase in production with reduced manpower, the decrease in resource consumption while still providing good products. the increase in variety provided consumers by means of new techniques in manufacturing. Economic and political factors involve such elements as the increase in imports of apparel items which sell for lower prices than products made in the United States--this, of course, reduces sales of locally made items, which, in turn, reduces employment as orders for local products drop. Another factor of great importance is the actual state of the economy at any one time--depression or recession, prosperity, inflation, etc. Social factors involve the tendency of people to purchase fashionable items, which may temporarily increase labor by some companies.

There are many other factors that will influence the amount of employment as well as the type of positions available. These include environmental impact and controls, use of limited natural resources such as energy and energy sources, and changes in retailing techniques. Knowledge of all the various factors and their relative impact will aid in understanding the occupational scene and in recognizing reasons for changes in employment patterns.

Suggested Activities

1. Locate at least four resources that will provide help in identifying social, political, economic, and technological conditions and changes that affect occupations in the textile and clothing industries.

2. Identify at least three factors currently operating to influence the amount of employment in the textile and clothing industries, including retail merchandising, in the local, regional, and national areas. Do these factors project increased or decreased employment in the community? Include changes that will impinge on these occupations and opportunities.

3. Using the changes identified in #2, and with input from at least one authority in government and in education, draft a training program for future employees in the textile and clothing industries, including retailing, for the immediate geographic area.

4. Talk with at least two government representatives to determine their opinions regarding the effect of existing tariffs on the import of apparel and other textile items. Will this tend to decrease employment possibilities at the local scene; will employment tend to hold constant? If tariffs were to be changed in the direction of increasing limitations on imports, how would this change the current employment patterns in the textile and clothing industries?

There is no progress check for this unit. After you have completed the final unit activities, you should be ready to take the Module Posttest and meet the requirements. See your instructor for discussion and final evaluation.

Suggested Resources

Commonwealth of Pennsylvania, Department of Public Instruction, Bureau of Vocational, Technical, and Continuing Education. Preparing for Employment in Clothing and Home Furnishings Services. Harrisburg: 1968.

Head, Edith. Fashion as a Career. New York: Simon and Schuster, Julian Messner Division, 1966.

Maine State Department of Education, Bureau of Vocational and Adult Education. Clothing and Textiles Occupations. Augusta: 1971.

McDermott, Irene E., and Jeanne L. Norris. Opportunities in Clothing. Chicago: Charles A. Bennett, 1972.

Oklahoma State University Extension. A Pilot Study for Gainful Employment in Home Economics. Vol. III, Stillwater: 1968.

Oklahoma State University Extension. A Suggested Curriculum Guide for Preparing Clothing Service Workers for Entry-Level Jobs. Stillwater: 1968.

General

IM (Trade Publications)

American Fabrics, Textiles, Textile Topics, Tips and Topics, Western Apparel Industry, Women's Wear Daily, California Apparel News, Textile Industries, Textile Organon, Daily News Record, Men's Wear, Fabric News, Modern Textiles, Textile World.

Jarnow, Jeannette, and B. Judelle. Inside the Fashion Business. 2d ed. New York: John Wiley and Sons, 1974.

Career Materials From:

American Textile Manufacturers Institute
AHEA
Glamour Magazine
Government Publication
Fairchild
Butterick/Vogue
J.C. Penney
WHAM

MODULE PRE/POSTTEST

Occupational Opportunities
Related to Textiles and Clothing

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of the pretest results.

1. Identify at least five of the local and regional resources that may be used in order to determine where individuals might find employment in textile and clothing industries, including retailing.

2. Using the resources identified in #1, and any other sources available, list at least two types of positions available in each of the following: manufacturing of textiles and clothing, marketing of textiles and clothing, care and repair of textiles and clothing, and testing of textiles and clothing.

3. Select one type of position from each of the following areas: textile or apparel manufacture, retail merchandising, care and repair, and testing. Prepare a job description with basic qualifications required and entry-level skills needed.

Pre/posttest (continued)

4. Identify five resources that are available that will help identify the influence of social, political, economic, and technological conditions and changes on employment in textile and clothing industries, including retailing.

5. Identify five social, political, economic, and technological conditions that influence current and future occupational needs in textile and clothing businesses and industries.

6. What should be the content of an effective training program to prepare individuals for employment in textile and clothing businesses and industries (consider business, political, economic, and technological factors)?

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Occupational Opportunities Related to Textiles and Clothing

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Some of the resources include:

   Chamber of Commerce (local)

   Local employment agencies supported by the government (in California, Office of Human Resources)

   Local private employment agencies

   Personnel offices of individual companies

   Trade associations such as:
   - Fashion group
   - Textile Association of Los Angeles

   Union offices such as:
   - International Ladies Garment Workers Union
   - Amalgamated Clothing and Textiles Workers Union

   Professional Organizations
   - HEIB, ADA, AHEA

   California Blue Book
   - Los Angeles, San Francisco

2. Possible positions in:

   Manufacture of textiles and clothing:
   - machine operators, including sewing machine operators
   - cutters
   - pressers
   - finishers
   - designers
   - pattern drafters and graders
   - dyers and finishers
   - consumer representatives
   - (other positions may be listed; these can be verified by the instructor)

Marketing of textiles and clothing
- retail sales
- stock clerks
- preparation of displays
- buyers and managers
- fashion coordinators

Care and repair of textile and clothing products
- dry cleaners
- launderers
- alteration of apparel items
- mending

Testing
- quality control testing for manufacturing concerns
- quality control for retail organizations
- government testing laboratories
- private testing laboratories
- dry cleaning institute laboratories

3. Job description and analysis

Each position selected for description should include the following types of information. Actual job analysis for each possible position would be too involved to be included in this module.

a. Job description should include:

Detail of what the job actually involves, such as operation of machinery, working individually or in groups, keeping records, normal hours per week, amount--if any--of travel, physical requirements, etc.

b. Qualifications:

This section should include what education is required; whether high school diplomas are necessary; whether some trade or vocational school training is necessary; whether college education is necessary, and how much; whether previous experience is essential for preparation for the position; what specific types of courses should have been completed.

c. Entry-level skills required:

This section should identify any previous experience that would have prepared the applicant in obtaining essential skills necessary to function in the position. It should identify: skills such as mechanical ability, math skills, communication skills, record keeping skills, an ability to use computers or calculators, knowledge of textile fibers, yarn construction, fabric construction, and apparel construction processes; skill in operating testing instruments; etc.

4. Resources

educational institutions
union organizations
trade organizations
government agencies
newspapers
personnel officers
trade publications
libraries--public and institutional

5. The answers to this will change, depending on the current situation. Thus responses should be evaluated by the instructor. However, some of the points that probably should be identified include:

current social attitudes toward fashion
the tariff situation and resulting amount of imports
relative costs of imports and American-made products
the economic situation--prosperity, depression, inflation, etc.,
--and the resulting level of employment and wages
relations with other countries regarding the import/export situation and restrictions on imports and exports
technological developments that:

increase production while decreasing the manpower required
increase product quality
increase product variety
change the type of manpower required

6. The content of an effective training program will vary and can be evaluated by the instructor. However, in general, items that might be included in an outline are:

information that will provide an understanding of social factors related to occupation and to the world of work, such as:

attitudes toward work
how employment is influenced by interpersonal social relations
the relations between social mores and employment

information on political factors:

government controls that influence and affect employment, including minimum wage and work benefits
politics and resulting support or non-support concerning taxes and tax assessments for companies, control of imports, tariffs on imports, exporting programs, relations with other countries that contribute to import/export programs
local controls and ordinances that affect the operation of business and industries

information on economics:

power of the consumer
supply and demand
current economic status, wage scale, etc.
wage and price controls

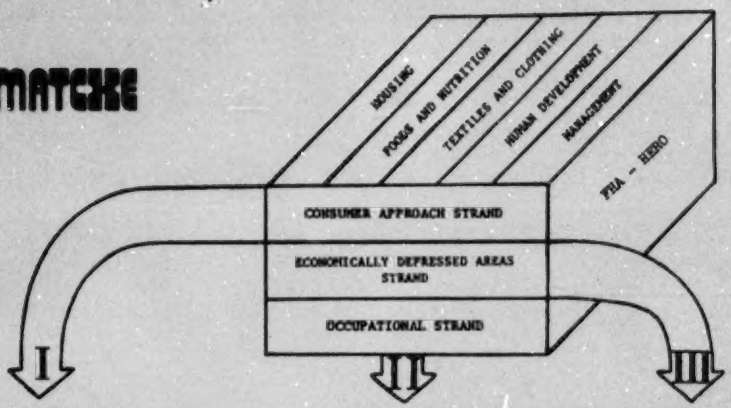
information on technological innovations:

effect of technology on prices, manpower needs, etc.
effect of technology on quality of products
effect on availability

The program should include some actual work experience, if possible, or work simulation. This experience should be in one or more of the type of positions that students may want following completion of the occupational program.

The programs should include a set of activities that provide the student with an awareness of what employment possibilities exist in the area, and the types of skills and qualifications needed for the various positions.

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele